**The Core and MORE Instruction Checklist**

**The CCSS Standard: 6.EE.5**

**The Envision Lesson: 15-7: Problem Solving: Act It Out and Use Reasoning**

**EXPLICIT INSTRUCTION**

**I do it, We do it, Y’all do it, You do it**

**ENGAGEMENT**

**All Students Saying, Writing, Doing**

**PROACTIVE PLANNING**

**VOCABULARY WORDS**

The following questions should be considered for each part of the lesson:

- What are the predictable failures for this lesson? (conceptually and behaviorally)

- How will you prevent these failures?

- What will you do to maintain consistency?

- How will you know if it is working?

Reasoning

(Any review from prior

lessons)

**ANTICIPATORY SET** (5 MINUTES)

Choose from the many options:

***DAILY SPIRAL REVIEW***

 Choral Responses

 Partner Responses

 Written Responses

 Random call on students (No hand raising)

**BUILDING A FOUNDATION** (5-10 MINUTES)

*The Language of Math*: Vocabulary instruction

1- How will you explicitly teach new vocabulary? **This is simply a review from prior lessons.**

2- How will you provide multiple opportunities for vocabulary to be used in context?

 Choral Responses

 Partner Responses

 Written Responses

 Random call on students (No hand raising)

**WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES)

*Develop the Concept: Interactive Learning (Hands-on)*

1- What materials/manipulatives will you need? **Two colored counters and problem solving recording sheets. (Teaching Tool 1)**

2- Will each student have enough materials to model the problems? **Yes**

-If they do not, will you have them pair up or adjust the problems?

3- Where will students record their work during this phase of the lesson? **On the recording sheet**

4- How will you check for understanding during this phase of the lesson? **Teacher observation. Students will turn in Recording Sheet and teachers will Quick Check.**

5- Will you use the *Extend?* ***No***

6- Will you use the *Link to Investigations*? **No**

 Choral Responses

 Partner Responses

 Written Responses

 Paper

 Math Journal

 Individual Whiteboards

 Student page from the topic pouch

 Random call on students (No hand raising)

**SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES)

*Develop the Concept: Visual*

The *Visual Learning* Bridge, at the top of each lesson, is critical to connecting the Concrete to the Representational and then to the Abstract. Look for *Prevent Misconceptions*.

Choose one option:

 ***Visual Learning Animation* (on-line or CD)**

**NOTE: Guided practice would be great with page 390B (Problem Based Interactive)**

1- Check for understanding during the *Guided Practice*.

2- Where will students record their work? Students will record on their recording sheets

3- If most students are struggling during this phase of the lesson, what will you do?

 **Reteach explicitly with various problems from the *Guided* or *Independent Practice* or the *Reteaching* sets at the back of the *Topic Guide*. OR**

 **Use the *Differentiated Instruction: Intervention* lesson.**

4- Will some of the problems from the *Problem Solving* be included in your *Guided Practic*e or *Independent Practice*? **Yes**

 Choral Responses

 Partner Responses

 Written Responses

 Random call on students (No hand raising)

**INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES)

*Independent Practice* and *Problem Solving*

1- Which problems will you assign? **Problems 4-14**

2- Where will students record their work? **In their Math Assignment Journal**

3- Will you collect, grade and record the independent practice? **No**

4- How will you check for understanding? **Quick Check**

5- If students do not finish the problems assigned for independent practice, will these problems be homework? **Yes**

 Choral Responses

 Partner Responses

 Written Responses

 Random call on students (No hand raising)

**FORMATIVE ASSESSMENT** (5-10 MINUTES)

Concept Understanding

***Quick Check* (in *Teacher Resource Masters****)*

Formative Assessment Tools

 ***Topic tests* (online or in text)**

End of each Quarter:

 ***District Common Formative Assessment* (CFA)**

**CENTER ACTIVITIES** (15 - 45 MINUTES)

\*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction.

Choose from the many options:

 *Differentiated Instruction*

 Online games from *Envision Digital Premium* ***(If computers are available)***

1- Will you do these activities and if so, when? **During Center time**

2- When will you give directions on how to play? **Individual teachers will do this prior to Center time**

3- What materials will be needed for the activities? **Computers / Differential pages (worksheets 15-7) Reteaching,**

**Practice, Enrichment**

4- Will you work with the Intervention group? **Yes – we will review Pages 376-377 and choose an activity on p. 391 B**

5- How will you determine which activities will be assigned to each group of students? **Depends on how many students need the teacher’s help. The Activity Sheets are great, by the way. The Games are engaging.**

**HOMEWORK**

Choose from the many options:

**No homework will be graded…it will be corrected, however. We will work and discuss “guided” problems in class and then**

**teacher will assign homework.**